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ELEMENTARY ARITHMETIC.

[JAMES CURRIE, A. M., Principal of the Church of Scotland Training College, Edinburgh, is the author of several valuable works on education which are not much known in this country. Among them is one entitled "The Principles and Practice of Early and Infant School-Education." We have thought that some extracts from this work might be interesting and useful to many of our readers, as showing how an intelligent Scotchman dealt with elementary teaching. We give a portion of his discussion of Number, with all his peculiarities of style and punctuation.—EDS.]

PRACTICAL NUMERATION.—(1.) *Significance of the numbers up to ten.* Each number must be taken separately, and a lesson be given on its power. Thus for the lesson on 'one', write down on the board one line, one dot, one cross, one round O, &c., and have them simultaneously repeated, *one line, one dot, &c.*; lay off on the lines of the ball frame *one* ball; point to various things in the school, and have them similarly named, with stress on the number. Make the class mark down *one line, one dot, &c.*, on their slates. In the lesson on 'two', show how it is found by putting another *one* to the *one* already had; proceed quite as in the former lesson; extend and vary the questioning thus:—a boy has two *eyes*, two hands, &c.; a cart has two *wheels*, &c., the class supplying the words in

italics; and conversely, how many legs has a bird? how many scales has a balance? &c. Proceed similarly with the remaining numbers in separate lessons, always keeping in view to show how each number arises out of its predecessor, by the addition of another of the same kind; and for this purpose introducing each lesson by a reference to the former.

(2.) *Reckoning with the numbers up to ten* — not only from one, but from other starting points — not only forwards but backwards — not only by odds but by evens — not only in regular order, but following the number of balls the teacher may lay off — the children sometimes raising a number of fingers, or marking on the slate a number of dots or lines, corresponding to the number of balls laid off.

(3.) *The symbols up to ten, in the first instance, must be learned gradually.* To verify the child's knowledge of these he may be required to lay off balls, or mark down dots, corresponding to the symbols which the teacher writes on the board in silence, and conversely to write down the symbol for the number of balls laid off by the teacher.

(4.) *In passing beyond ten*, the eleventh ball should be laid off on the line below that which has the ten, the twenty-first on the third line, and so on; so that it may be seen how eleven is ten and one; twelve, ten and two; twenty, two tens; fifty-five, five tens and five, &c. Each number will not require a distinct lesson.

THE ADDING OF NUMBERS.—(1.) *Adding the numbers under ten to each of them in succession, the receiving number being, in the first instance, kept constant throughout the ten additions.* Thus the first lesson would be on 'adding to one'; 1 and 1 are two, 2 and 1 are 3, 3 and 1 are 4, &c., the children counting in each case and then repeating the formulæ just set down. Then take the lesson backwards, and after that in any order, only keeping the receiving number the same; then apply the lesson by means of practical questions, thus: John had one penny, and his mother gave him two pennies more, how much had he? There was 1 tree standing at the water side, and 4 more near it; how many trees in all? Do not be content with a mere number as the answers to these questions, *e. g.*, 3 to the first, and 5 to the second. Insist on the

full answer, 3d., 5 trees, or, 'he would have 3d.', 'there were 5 trees'; and the class should often simultaneously add, 'for 1 penny and 2 pennies are 3 pennies, 1 tree and 4 trees are 5 trees.' Devote a similar lesson to 2 as a constant receiving number; 1 and 2 are 3, 2 and 2 are 4, 3 and 2 are 5, etc., and so on up to 10, taking care, when the sum goes beyond 10, not to put more than 10 balls or 10 marks on the slate in one line, but carrying the excess to the line below. Encourage the pupils to put questions to one another, particularly of the practical sort.

(2.) *Adding the numbers under ten, in their order, to each of them in succession; the added number being now kept constant throughout the ten additions.* Thus, the first lesson would be the 'adding of one'; 1 and 1 are 2, 1 and 2 are 3, 1 and 3 are 4, &c. For second lesson, 2 and 1 are 3, 2 and 2 are 4, 2 and 3 are 5, and so on up to 10. The exercises should be conducted precisely as the former ones. It may be well to observe at this point that already a series of not less than twenty lessons in addition alone is provided, excluding revisals. The teacher who thinks that this minute subdivision is unnecessary and that the children can get over more ground in one lesson, and who accordingly does not keep to one number for one lesson, understands neither the infant mind, nor the object with which the course is given. He destroys the gradation in it, pours its whole materials into one mass, and in this way deprives it of any training power.

(3.) *Exercises of a converse kind to the two foregoing:—* Whereas in those the two constituent numbers were given and the sum required, let any number now be given and its two constituents be sought, thus: what two numbers make up 4? 6? 8? All the pairs that make up any one should be obtained; thus, for 4, 1 and 3, 2 and 2, 3 and 1.

(4.) *Adding may be extended, so as to include three small numbers, and by degrees more.*

(5.) The adding of tens, first with themselves alone, — 10 and 10 are 2 tens or 20; 10 and 10 and 10 are 3 tens or 30, &c., which is just the adding of lines of balls instead of single balls; and then with other numbers, — as 10 and 7 are 17, 20 and 5 are 25, 31 and 3 are 34. Each new number will not need a separate

lesson, for the process between 30 and 40 is just the same as between 20 and 30, and may be learned at one and the same time. Thus let the teacher set off 20 on the two highest lines of the ball frame, and 30 on three lines lower down, say on the fifth, sixth and seventh lines; let him add to the 20 one ball on the third line, and to the 30 one ball on the eighth, then 2, then 3, &c.; it will easily be seen how 30 and 4 are 34, or how 32 and 4 are 36, just as 20 and 4 are 24, or 22 and 4 are 26, the 2 tens in the one case and the 3 in the other remaining quite unaffected in the process.

THE SUBTRACTING OF NUMBERS. — (1.) If it be understood that all the operations in numbers are to be conducted in the same spirit as those of addition, it will be sufficient to give the outlines only of the following ones: —

(1.) *Exercises in subtracting the numbers under ten from each other in succession, the minuend being in the first instance constant.* Thus 9 from 10, 8 from 10, 7 from 10, &c.; 8 from 9, 7 from 9 &c. Subtracting should be based on addition; 9 from 10 is 1, for 9 and 1 are 10, 8 from 10 is 2, for 8 and 2 are 10, &c.; verified at each step by use of the balls, &c.

(2.) *Exercises in which the subtrahend is constant,* — as 1 from 2 is 1, 1 from 3 is 2, &c., 2 from 3 is 1, 2 from 4 is 2, &c.

(3.) *Exercises in which minuend and remainder are given,* — as what must be taken from 8 to leave 3? &c.; also in which subtrahend and remainder are given, as, from what must 6 be taken to leave 4? etc.

(4.) *Exercises in double subtraction,* — as, take 2 from 8 and another 2, 3 from 10 and then 4, &c.

(5.) *Exercises combining addition and subtraction,* — as, add 4 to 6 and then take away 2, &c.

(6.) *Exercises with the tens,* — as, 10 from 17, 10 from 30, 90 from 100, 30 from 35, 5 from 35, 6 from 8, and, with it, 6 from 48, &c.

(7.) *Applied exercises to be constantly given throughout the whole series.*

(8.) *Addition and subtraction may now be conjoined with numeration;* as, count up to 100 by twos, by threes, by fours, by fives, &c.; count back from 100 by tens, by fives, by fours, by threes, and by twos; or count back from 90 by threes, (90 being a multiple of

three,) from 80 by fours, (80 being a multiple of four,) &c. But the symbols for these larger numbers must be taught very slowly.

THE MULTIPLYING OF NUMBERS. — The 'multiplying' of is an artificial process derived from addition. Children have some difficulty in understanding its use, and always tend in their reckoning to fall back on the *natural* process of addition. To obviate the difficulty, the artificial process must be taught through the natural.

(1.) *Exercises in multiplying the numbers under ten by each other in succession, the multiplicand in the first instance remaining the same.*

Thus:—

2 times 1 are 2	2 times 2 are 4
3 &c. 1 &c. 3	3 &c. 2 &c. 6

The proper way to put these exercises is this:—

1 and 1 are 2, then 2 times 1 are 2			
1 and 1 and 1	3,	3	1 3
1 and 1 and 1 and 1	4,	4	1 4
&c.			&c.
2 and 2 are 4, then 2 times 2 are 4			
2 and 2 and 2	6,	3	2 6
2 and 2 and 2 and 2	8,	4	2 8
&c.			&c.

(2.) *Exercises in which the multiplier is constant, thus:—*

2 times 1 are 2	3 times 1 are 3
2 2 4	3 2 6
2 3 6	3 3 9
&c.	&c.

This step is more difficult than the former; any operation is not seen to rise out of the preceding so evidently. In each of the two steps now given one number only should be taken as the subject of the lesson, either as multiplicand or multiplier, and the table of results connected with it thoroughly learned.

(3.) *Exercises in multiplying tens and in multiplying by tens.*

(4.) *Exercises in decomposing numbers into their factors.* First give one factor; as, what must 4 be multiplied by to give 12? then require both factors; as, what two numbers multiplied by each other give 6, 8, 9? This exercise corresponds to the decomposition of numbers under the head of addition, with which it may be

making teachers inefficient or tyrannical, and pupils indolent or crafty—it is well worth the while for those engaged in teaching to examine a picture which has evidently been drawn with the design of portraying the school, about as a person of fine culture and good judgment would like to have it for her own children. In a brief review of the chapter, but little can be done except to present a few points of interest, and illustrate them freely in the writer's own language.

First: the sexes were educated together. "The boys and the girls studied side by side, without any other restriction as to the character of their studies than personal preference. As a general thing, the classics and the higher mathematics were more pursued by the boys than the girls. But if there were a daughter of Eve who wished, like her mother, to put forth her hand to the tree of knowledge, there was neither cherubim nor flaming sword to drive her away. Mr. Rossiter was always stimulating the female part of his subjects to such undertakings, and the consequence was that an unusual number devoted themselves to these pursuits, and the leading scholar in Greek and the higher mathematics was Esther Avery."

"In these modern times, when man's fair sister is asking admission at the door of classic halls, where man has hitherto reigned in monastic solitude, the query is often raised by sociologists, Can man and woman, with propriety, pursue their studies together? Does the great mystery of sex, with its wide laws of attraction, and its strange, blinding, dazzling influences, furnish a sufficient reason why the two halves of creation, made for each other, should be kept, during the whole course of education, rigorously apart? This question, like a great many others, was solved without discussion by the good sense of our Puritan ancestors, in throwing the country academies open to both sexes, and the consequences were that young men and young women actually studied together the branches usually pursued in college.

"'But,' says a modern objector, 'bring young men and young women together in these relations, and there will be flirtations and love affairs.'

"Even so, my friend, there will be. But flirtations and love

affairs among a nice set of girls and boys, where love is never thought of, except as leading to lawful marriage, are certainly not half so bad as the grossness and coarseness and roughness and rudeness of those wholly male schools, in which boys fight their way on alone, with no humanizing influences from the other sex. In a good school the standard of attraction is, to some extent, intellectual. The girl is valued for something besides her person; her disposition and character are thoroughly tested; the powers of her mind go for something; and, what is more, she is known in her every-day clothes. On the whole, I do not think a better way can be found to bring the two sexes together, without that false glamour which obscures their knowledge of each other, than to put them side by side in the daily drill of a good literary institution."

While leaving out of consideration the question whether, in the highest studies, the sexes can pursue the same course to advantage, our author clearly believes that there are no circumstances in life wherein man can attain more or better culture without woman's companionship than with it.

Second: the teacher is a man of executive ability, sound scholarship and companionable disposition. One of "a class of the most superior men of New England, who were perfectly satisfied to make it the business of their lives to teach."

"Mr. Jonathan Rossiter held us all by the sheer force of his personal character and will, just as the ancient mariner held the wedding guest with his glittering eye. He so utterly scorned and contemned the lazy scholar, that trifling and inefficiency in study were scorched and withered by the very breath of his nostrils. We were so awfully afraid of his opinion, we so hoped for his good word and so dreaded his contempt, and we so verily believed that no such man ever walked this earth, — that he had only to shake his ambrosial locks and give the nod, to settle us all as to any matter whatever. He had entirely dropped all resort to corporal punishment, and would have been ashamed of himself at even the suggestion of caning a boy, — as if he were incapable of any higher style of government. He was sparing of praise, but his praise bore a value in proportion to its scarcity. It was like diamonds and rubies, — few could have it, but the whole of his

little commonwealth were working for it." "A slow, dull, industrious fellow, if he showed a disposition to work steadily, got more notice from him than even a bright one."

His acquisitions in knowledge were by no means confined to what he had been taught by others, and what he was called upon to teach in the regular line of his school work.

"Mr. Rossiter pursued all the natural sciences with industry and enthusiasm. He had a ponderous herbarium of his own collection and arrangement; a fine mineralogical cabinet, and there was scarcely a ledge of rock within a circuit of twelve miles that had not resounded to the tap of his hammer and furnished specimens for his collection; and an entomological collection where luckless bugs were impaled upon steel pins, martyrs to the taste for science."

He was a social man in the community, recognized by the people to be as essential to their true welfare as the minister, and respected accordingly. As a matter of greater importance, however, he was genial and friendly to his pupils. They had "good times" with him. He was their companion on trouting excursions, and organized woodland tramps for them. Further, his pupil writes thus: — "I still remember the blessed old fellow, as he used to sit, with his court around him, talking of everything under the sun, past, present and to come, — of the cathedrals and pictures of Europe, describing those he had not seen apparently with as minute a knowledge as those he had, — of the ancients and the moderns — of theology, metaphysics, or whatever came uppermost, — always full and suggestive, startling us with paradoxes, provoking us to arguments, setting us out to run eager tilts of discussion with him, yet in all holding us in a state of unmeasured admiration."

Third: the teaching was thorough and enthusiastic. Many a man with all the attainments which study and opportunity afford, makes but an indifferent teacher. He may be good at receiving, but not at imparting knowledge, or he may readily interest himself in any mental pursuit, but be unable to secure the same interest on the part of others. With Mr. Rossiter, the case was different. He meant that every scholar should know a subject just as perfectly as his abilities would allow. "He scorned all conventional rules in

teaching, and he would not tolerate a mechanical lesson, and took delight in breaking up all routine business by startling, and unexpected questions and assertions. He compelled every one to think and to think for himself." "Your heads may not be the best in the world," was one of his sharp, off-hand sayings, "but they are the best God has given you, and you must use them for yourselves." Whatever knowledge he possessed, or wanted to possess, that the scholars were called upon to acquire. "He used his teaching as a mental gratification for himself. If there was a subject he wanted to investigate, he would put a class on it," and this instead of proving any hindrance, was a stimulus to progress in the appointed lessons. "Out of school hours it was his delight to show his herbariums and his cabinet, and to start us on researches similar to his own. It was fashionable to have private herbariums and cabinets." "In short, Mr. Rossiter's system resembled that of those gardeners who, instead of bending all their energies toward making a handsome head to a young tree, encourage it to burst out in suckers clear down to the root, bringing every part of it into vigorous life and circulation." We cannot therefore wonder at the exclamation, "Bless me, how we did study everything in that school!"

Fourth; the method of teaching in some branches was peculiar and successful.

"English grammar, for instance. The whole school was divided into a certain number of classes, each under a leader, and at the close of every term came on a great examination, which was like a tournament or passage at arms, in matters of the English language. To beat in this great contest of knowledge was what excited all our energies. Mr. Rossiter searched out the most difficult specimens of English literature for us to parse, and we were given to understand that he was laying up the most abstruse problems of grammar to propound to us. All that might be raked out from the coarse print and the fine print of grammar was to be brought to bear on us; and the division that knew the most — the division that could not be puzzled by any subtlety, that had anticipated every possible question, and was prepared with an answer — would be the victorious division, and would be crowned with laurels as

glorious in our eyes as those of the old Olympic games. For a week we talked, spoke, and dreamed of nothing but English grammar. Each division sat in solemn, mysterious conclave, afraid lest one of its mighty secrets of wisdom should possibly take wing, and be plundered by some of the outlying scouts of another division." The successful party in one trial, we are informed, secured the palm by being able to parse — "on fire" in the sentence, "Were the world on fire."

"Besides grammar, we gave great attention to rhetoric. We studied Dr. Blair with the same kind of thoroughness with which we studied the English grammar. Every week a division of the school was appointed to write compositions; but there was, besides, a call for volunteers, and Mr. Rossiter had a smile of approbation for those who volunteered to write every week." Nor was the standard of writing low: Mr. Rossiter had the most withering scorn for ordinary sentimental nonsense, and school-girl platitudes. If a bit of weakly poetry got running among the scholars, he was sure to come down upon it with such an absurd parody that nobody could ever recall it again without a laugh.

We wrote on such subjects as "The Difference between the Natural and Moral Sublime," "The Comparative Merits of Milton and Shakespeare," "The Comparative Merits of the Athenian and Lacedæmonian Systems of Education." Sometimes, also, we wrote criticisms. If, perchance, the master picked up some verbose Fourth of July oration, or some sophomorical newspaper declamation, he delivered it over to our tender mercies with as little remorse as a huntsman feels in throwing a dead fox to the dogs. Hard was the fate of any such composition thrown out to us. With what infinite zeal we attacked it! how we riddled and shook it! how we exposed its limping metaphors, and hung up in triumph its deficient grammar! Such a sharp set of critics we became that our compositions, read to each other, went through something of an ordeal."

Several of the pupils formed a private composition club in which they "planned poems and tragedies; romances, arguments and discussions; gravely criticised each other's style, and read morsels of projected compositions to one another." For debate, "Mr. Rossiter generally gave out the subject, and discussed it with the

school in an animated conversation, stirring up all the thinking matter that there was among us by vigorous questions, and by arguing before us, first on one side and then on the other, until our minds were strongly excited about it; and, when he had wrought up the school to an intense interest, he called for volunteers to write on either side." In the same line of thought, we are told that "it was a time-honored custom to act a play as the closing exercise" of the school year.

Such are the leading traits in Mrs. Stowe's description of the school. Whether the methods adopted or the studies pursued, would be suitable for all kinds of educational institutions is an open question; but that "Mr. Jonathan Rossiter's Spartan training" was well fitted to make thoughtful, intelligent and successful men and women, adapted to the natural and social relationships of life, cannot be a matter of doubt.

NEW CONTRIBUTOR.

A MOTHER'S VISIT TO A PRIMARY SCHOOL.

MESSRS. EDITORS:—In my last paper I was presumptuous enough to hint that I would, if you desired it, give a short description of my visit to Miss Meagher's division of Primary School, No. 7, in our town of S. As you have requested this as a proper sequel to the other, I will try to meet your wishes.

My little son of eight years "attends" here. I have often heard him speak of his teacher, drawing unfavorable contrasts between her and the former one; but, wishing to be a just parent as well as a loving one, his sometimes exaggerated accounts of grievances have been laid by for further investigation, and he has been cautioned not to "tell tales out of school." It was a pleasant Tuesday, just about ten in the morning, when, with Mrs. Y., my next neighbor, who sends three children to Miss M., I knocked at the door on the right hand of the pleasant and well kept entry I have described before. A delay of a minute or two intervened. We were just on the point of renewing our knock when Miss Meagher opened the door. The usual introduction was made, and we were asked to come in and take seats on a comfortable settee provided for visitors. Miss

M.'s school was divided into three classes. The first and second had already completed a recitation in reading, and were about some preparation for the next study. They appeared quite orderly and industrious. We were struck by the tidiness of dress and air of general neatness that pervaded the room. The books upon the desk of the teacher were whole, somewhat numerous, and well arranged. The scholars had good attitudes in sitting, and these were well sustained. The curtains kept out the sun on the southern side of the room, and the latter was well ventilated by means of both window and ventiducts. I noticed that Miss M.'s taste for engravings had supplied the walls with a chromo or two, several good photographs, and, in the small recess that held her own outer garments, on a bracketed slab, was a plaster cast representing the Graces in drapery. No dust was visible upon the desk, the window-sills, the walls or the chairs. An air of freshness and purity seemed to belong to the room throughout. Miss M. was, after a few minutes, very affable; and, much at her ease, entered into the ordinary topics that beguile the minutes of a social call. She had a festival on foot for May-day, and entertained us with an account of the "little queen" whom she pointed out to us, even describing in detail the rare flowers that were to form her chaplet, and giving the prices of the gilt cord with which they were to be intertwined. Some accidental allusion to the cast in the recess gave rise to an animated narration of the manner in which it was obtained, and a pleasant little chat took place upon the comparative value of sculpture and painting as a refiner of the intellect and imagination of the race, and the practical value of them in child education. With the facility that belongs to our sex, Miss M. ingeniously changed the subject, and called my attention to the visit I had made to her friend, Miss Fuller, the day before. Her excellent heart and honest purposes, and her very great success with the *youngest* children, were highly praised. We learned all about the manner in which she had acquired her education, and listened to an apology for any deficiency in manners or taste she might have shown, in the fact that her time was devoted to the care of an invalid mother, and she had little opportunity to cultivate the graces that pass in "society." My neighbor, Mrs.

Y., alluded to her own children, and made some inquiry having reference to their progress. The character of each was thereupon sketched from the teacher's standpoint. "Curious" mistakes made, "cunning" little things said and done, and some habits of play were detailed, to which Mrs. Y. was a stranger, after which large and generous bestowments of praise flowed in placid current for a time. At fifty minutes past ten the bell was struck for recess. For this twenty minutes were allowed. Then came the third class in reading.

There is a short piece of some two or three pages in one of our popular series of reading books, which, from chance or choice, was the lesson for the day. It is called the Puff-ball and Potato. A mixed class of boys and girls, ten in number, read this extract with what of skill and care their knowledge and practice allowed. It is a dialogue; and, as dialogues are always clear and easy, this was, I presume, a favorite with the children. They read it with a pretty good degree of skill, observing to make exactly the proper numerical amount of pause at the comma, the semicolon, the period; to raise the voice or let it fall, according to the usual directions. Every miscalled word was also put right by the instructress. The class read round twice, received the usual "very well" and filed on tiptoe to their seats.

As I had noticed several words that seemed to be difficult to understand, and to have been read rather hesitatingly, I suggested several of them, such as "fungus," "aware," "vulgar," "disgust," "condescension," "sap," "consecrated," "privileged," "faculties," "originated," "tolerated," "patent of nobility," etc., and asked if these did not seem rather hard without a little explanation. "Well, yes, they are rather so; but we have so much to attend to in teaching reading at all, that we must let something go." "First class in spelling take places." A row of fifteen bright looking children formed in exact line, with their hands geometrically crossed before, the index finger in the book, and the back thereof held at level poise, as if just ready to fire. Mrs. Y., with a remembrance of old times, asked, "Do they take places?" hoping, it may be, to see Jenny get above somebody. "O, no," was the reply, "it

makes too much trouble." The exercise proceeded. The first word was, I recollect, "lucid," and the second "placid," the whole thirty-two being of exactly two syllables each, according to the *lucid* and associative arrangement of the popular speller. The young aspirants missed but seven of them, and struck me as having done tolerably well. Some of the class could, doubtless, have spelled them all; others would have failed to even a greater extent than seven or ten. This exercise occupied just eight minutes. I asked the meaning of "pattern," and a bright little girl defined it, characteristically, as "something in *Harpers' Monthly* which shows how to cut out." The word "bishop" was also put for definition, but Miss M. said that "for want of time" she did not attend much to definitions; "besides children attach such queer meanings to words, you know."

It was now nearly time to dismiss the school. I asked her if she had any singing or other vocal exercise, and she informed me that they recited the multiplication and other tables fifteen minutes in the morning, and sometimes went through the sounds of the vowels and consonants together. She then prepared her charge for dismissal, which was accomplished with great ease in the course of five minutes, without disorder or rudeness of any character.

In some inquiries made after the children had retired, it appeared that she heard her arithmetic mainly in the afternoon, and confined the scholars very closely to the manual, as she had found "by experience" that it took "too much time" to insert occasional and every-day questions, and that they became confused, and could not answer as well as they ought to, when such were proposed.

I have had several things occur to me from what I saw and heard in my visits to school No. 7, and its accomplished teachers have given me a better insight into the ways of instruction than I before possessed.

A PARENT.

A WORD ABOUT STATISTICS.

WE mean the numerical statements which are sought annually or more frequently, in answer to questions propounded by school authorities. It is evident that there is considerable diversity of

opinion in regard to the quantity and minuteness of the information which should be systematically gathered and preserved. Perhaps one cause of this diversity may be found in the fact, that those who ask the questions are not the same as those who are expected to answer them. Hence, we sometimes are presented with official lists of questions, quite admirable when viewed only as illustrations of the author's skill in making permutations, but quite awful to such as contemplate the amount of exceedingly dry and perplexing labor they demand of teachers, just at the time when they most need to be entirely relieved.

The subject is one whose magnitude and importance demand a much fuller discussion than we are proposing now to give. We desire to call attention to it, and suggest that the whole matter may be made quite simple and uniform, by the application of a few general principles. There will probably be a good degree of unanimity upon the statement that statistics are intrinsically neither interesting nor valuable. The census reports are not popular reading. Those who peruse them, seldom read them in course. The portion which any one will study is determined by what he is driving at. Statistics, then, are to be regarded simply as means to an end, therefore when the latter is clearly defined, there will generally be little difficulty in deciding how many, and what facts are closely related to it. The end to be attained should always have sufficient value to warrant the expenditure of labor which it contemplates. It is easy to believe that this principle has not always been observed by those who have framed statistical questions.

Again, questions should be framed so as to be free from ambiguity, and so as to admit of accurate answers. The neglect of this principle has been prolific in inquiries almost sure to draw forth very different results from kindred facts. A remedy is sometimes sought by giving directions evidently arbitrary and calculated to *insure* inaccuracy. In this way, at great expense of labor, an immense amount of falsehood is put into figures, all the more deceptive because of the somewhat prevalent conviction that "figures will not lie."

But all facts are by no means of equal value. The policy of this Commonwealth aims to insure the attainment of an elementary

education by all her children. To what extent she is successful can be known only by a comparison of the number of children within the designated limits of age, with the number in actual attendance at school. But to what practical account can you turn the fact, that in a certain school, the tardinesses for a certain term averaged one ninety-seventh of a unit per scholar?

It may be said, that, if such facts were extensively collected and published, the comparison of the different results would stimulate teachers, committees, and possibly parents to greater exertions to lessen the evil of tardiness.

The correction of this evil, so far as it exists without a valid reason, ought to be attainable by an appeal to other motives than mere emulation. The same may be said of absence. Local causes are constantly varying, and a certain allowance must be made for these. Rules, that should be framed with reference to a complete prevention, would need to be executed with some measure of flexibility, or they would create a great deal of friction and work some injustice.

It is often easier to work for results that can be definitely stated in figures than for such as refuse to be so compressed. To the latter class the better portion of the teacher's work belongs. It is better for him, and for those concerned in the quality and amount of his work and influence, that his temptations to lower the character of them be as few and small as possible. We would recommend that for the correction of such an evil as irregularity of attendance, school committees, superintendents and teachers, co-operate to cultivate, so far as possible, a public sentiment that will be a law unto itself, and will leave but a narrow margin for the necessary exercise of arbitrary rule. Another method could be devised; indeed, other methods are practised, calculated to secure greater regularity of attendance, but it may be fairly doubted whether any would, on the whole, be more salutary in its working.

The unsolved problem which presses upon the teachers of to-day is: How can we attain a comfortable approximation toward meeting the popular demand that pupils shall be taught a great deal more than they are, in a given time?

Parents quite generally believe that their children are worked

hard enough, and teachers are quite sure that they are. The question, then, seems to resolve itself into this: How can the labor now expended be used more wisely and effectively? Something will be gained if we can skilfully utilize in the class-room the labor that is now absorbed in making out statistics.

Some one who, by long practice, has acquired a taste for such kind of figuring, might find a pleasant occupation in working out an answer to the query: What would be an equivalent of the work expended during the last ten years by the teachers of this State in making out almost useless statistics, if it were expressed in teaching language or science, or again as an element of self-improvement on the part of the teacher, in the study of literature, history, or such other branches as his taste and circumstances might incline him to? Here and there one evinces a disposition to multiply curious questions in the realms of statistics; but, for the present, there seems to be an abundance of more important work; and he who should revise, prune and simplify the whole subject of school statistics, so as to bring it within the limits of real utility, and make its inquiries aim at definite and possible information, would perform a service that would earn for him the credit of being a public benefactor.

SPRINGFIELD, June 12, 1869.

ILLINOIS NORMAL SCHOOL SYSTEM.

[WE copy this short article from the first number of the new *Journal of Social Science*. It was prepared by D. Philbrick, Esq.—ED.]

To the State of Massachusetts belongs the honor of establishing the first Normal School in the United States. Led by her example about twenty other States have now made a beginning in providing for the professional training of teachers. But until recently no State had seriously undertaken the development of a *System of Normal Schools*, capable of supplying with competent teachers all the Public Schools of every grade, both in rural districts and in cities. Illinois has, however, now taken the lead in

the solution of this difficult and important problem in a way which seems to promise entire success.

The State Normal University at Bloomington was established in 1857, and so rapid has been its growth, that, in point of numbers, it already stands first among the Normal Schools of the country, while in respect to thoroughness and efficiency it is probably second to none. It has made itself felt especially by creating a large demand for professionally trained teachers — a demand far greater than it could supply. Seeing the superior success of the teachers educated for their work in this institution, the educators of the State took the ground that means ought to be provided as speedily as possible for the special education of all teachers. The State Board of Education, the Chief Superintendent of Public Instruction, the President of the Normal University, and the County Superintendents of Schools seem to be in perfect accord in regard to this matter. The general idea of the plan, which has already taken definite shape, is to reorganize the course of instruction in the Normal University by cutting off all rudimentary work, and raising the standard of requirements so as to make of it a Normal Seminary of high grade; and to establish in each County a Normal School of a lower grade, which shall become to the Central School what the High School or Academy is to the College. The County Normal Schools are to be established, maintained and managed by the County authorities, the civil organization of Illinois being such as to render the execution of this plan practicable and easy. The leading objects sought to be accomplished by County Normal Schools are thus summed up by the Superintendent in his last Report: "They are to secure, with the least possible delay, better qualified teachers for the Common District Schools of the respective counties; to bring the advantages of a professional training near to the homes of as many teachers as possible, thus increasing the number of those who will attend, and reducing the expense; to meet the case of the very large number who intend to teach but a short time, by enabling them, through briefer courses of study, to fit themselves for teaching the common branches, by a thorough review of those branches, together with the best methods of teaching them; to establish what will be, in effect, a perpetual local ins i-

tute of a high order, which teachers can attend a few months in the year, or when their schools are not in session, and more thoroughly prepare themselves for their work."

These objects cannot but commend themselves to the judgment of all. The movement was begun by Professor John F. Eberhart, the able School Superintendent of Cook County, by whose persevering efforts the first County Normal School was established at Blue Island, near Chicago. The success of the experiment attracted the notice of the press, and of teachers and friends of Common Schools in other parts of the State. Peoria and Bureau Counties soon followed the example of Cook; and in a number of other counties initiatory steps have been taken towards the opening of Normal Schools under the auspices of the County authorities. In some of these, short sessions of from four to six weeks have already been held.

At the last annual meeting of the State Association of County Superintendents of Schools, a Committee from that body was appointed to petition the Legislature for the additional legislation deemed necessary to give full powers to the County Supervisors to levy and collect County taxes, for the support of County Normal Schools, and to appoint County Boards of Education to control and manage such schools, and to provide for the uniting of two or more counties for the establishment of a Normal School, should it be found desirable in some cases to do so. The State Superintendent of Public Instruction, Hon Newton Bateman, one of the foremost educators in the country, has entered into this movement with much zeal, in the full belief that it affords the most feasible solution of the great problem of a supply of better teachers. From present indications, it appears probable that the hundred counties of the state will soon be engaged in a sharp competition for Normal Schools.

We call attention to this movement as one of national importance, in the hope that other States will be aroused to a sense of the necessity and the feasibility of taking measures to provide trained teachers for all schools through the instrumentality of a comprehensive system of Normal Schools of different grades.

Editors' Department.

THE TEACHER'S WORK.

Not on the canvas doth the Teacher's hand
In beauty's lines his daily task portray,
Nor fleeting Nature with harmonious hues
Depict and bid transfigured there to stay.

From out the marble block with patient art,
He bids no "Sleeping Beauty" wake! arise!
Nor brings his dreams of haunting loveliness
Before the curious World's admiring eyes.

He calls no music forth from note or string
To thrill and sway the list'ning multitude;
His eloquence holds not the public ear,
Shaping the public mind for future good.

A higher work than Painter's art is his:
A nobler grace he carves than Sculptor's dream:
He bids the Soul's imprisoned thoughts awake!
And the dull eye with reason's light to beam.

He worketh ever with a trusting Faith,
That seeth *now* the harvest gathered in,
And countless minds directed by his thought,
The fruits of Knowledge pressing on to win.

The Great and Good of earth lay at his feet
The tribute grateful Memory e'er bestows;
And through the shadows of his daily life
Affection's sunshine still around him glows.

Salem.

LYDIA L. A. VERY.

MUSIC IN PUBLIC SCHOOLS.

In our last number we had something to say about *the Star Spangled Banner forever shall wa-ve!* — Oral Teaching — and *the home of the BRAVE!* — and Text-books. *Immense applause for Patrick S. Gilmore!* We expressed our purpose to resume the — *tremendous cheers for Carl Zerrahn!* — subject — *hurrah for Ole Bull* — and to say something about — *Full Chorus, Grand Orchestra, Organ, Military Band,*

Drum Corps, Bells, Artillery, Bang!! — the right use of — *ten thousand voices! Hail Colum-gled banner Glorious is* — oral instruction and text-books. *O'er the land of the FRE-EE-EE, and the home of the BRA-A-VE!!*

It's no use — we can't write to-night, notwithstanding the printer's demand for copy. The fact is, we have been to the *Peace Jubilee!* We have mingled our voice with the voices of the vast multitude in rejoicing over the restoration of blessed peace to our country, and the wonderful scenes and sounds of the grand occasion have so taken possession of our thoughts and emotions, that to sit down to the sober discussion of a prosaic subject is an utter impossibility. Our ears are still resounding with the majestic harmony of myriad voices, the beautiful and noble utterances of a thousand attuned instruments of music, the splendid outpourings of the mightiest organ ever designed by man, the rhythmic roar of artillery, and the re-echoing shouts of the countless people. Will, therefore, surrenders to the sensibilities for the present, and the discussion that was to have been written out to-night, must wait for calmer moments. And yet the inexorable printer says he must have copy. For once scissors must serve as our assistant, and these can hardly do better than to say something about "Music in our public schools."

"Music, as conducted in our schools, exerts now an elevating and refining influence through the whole process of education. It is not only the cultivation of one of the most marvellous and beautiful gifts God has bestowed upon his children; offering a constant resource (a joy and a solace, for all the coming discipline of life), but it is more than this, — it is an actual help in the development and culture of all the other faculties. The whole mind moves with greater ease and success because of the influence thus exerted. The mental faculties are sympathetic; the spirit of music, blending with and flowing through all, like a subtle magnetic life. As there is a hidden harmony in all created things, melody being elicited by wind and wave; thus, wrapped up within the nature of the child, are powers, which never work so harmoniously, and therefore so advantageously, as when this gift is allowed to develop itself in unison with the whole educational process. It is more than a mere pleasure, even when pursued as a recreation. According to the etymology of that word, it may become RE-CREATION, — melody, with the breath of life, RE-creating the whole nature. Have we not all felt this? Is there, at any time, a prevailing listlessness, a sense of exhaustion or fatigue? Call up the delightful exhilaration of music. How will one verse of a spirited song dispel the clouds, sending sunlight through every mind!

What a new interest does the cultivation of music in the schools throw into the affections of home! How many firesides possess, through this gift, an added

charm! Separate as the schools are from the church, yet it is pleasant to remember that every church, and the Sunday-school connected with each church has the advantage of all the knowledge of music that has been thus gained. The correct ear and disciplined taste, united with the well-developed and richly-modulated voice, has come from the school. Thus a new power has been unconsciously introduced from the school into the sanctuary, kindling into added fervor the services of the house of God. Whenever the voice of the great congregation unites in anthems of praise, in that full tide of melody, sweeping onward like the waves of the sea, we have one of the grand results of the teaching of music in our Public Schools." — R. C. WATERSTON, in *Boston School Report*.

"Vocal music has been practised in most of our schools for a long time with the most favorable results, and your committee being deeply impressed with its importance as a branch of education would rejoice to see it installed as a permanent thing in them all, and to have in those where it could be properly used, a suitable instrument as a part of the furniture to aid in this delightful and influential exercise. An art by which so much can be done to soften the asperities of the temper, to cheer the heart, to elevate and refine the taste, and to bring the faculties into a condition favorable to their best action, — which adds so much to the warmth of devotion and affords amusement at once innocent and elevating, must act with great power upon the susceptible mind and heart of childhood, and exert a most salutary influence upon the formation of youthful character. Such an art richly deserves the attention and commendation of all educators of the young. It should be cultivated in every school. Every child should be taught to sing.

Music is, moreover, one of the most important and influential means of a moral education. It not only elevates and refines the taste, it also elevates and refines the soul. Begun in early childhood, it will be ever after a source of enjoyment, and a shield against those temptations which drag so many boys and men down to degradation and ruin. And surely we need in this corrupt age, every effectual guard that can be placed around our youth. Every nature needs amusement and excitement, and if we do not supply our youth with those that are pure and elevating, they will resort to those furnished by others which are polluting and destructive. If we cultivate in our children, through the art of music, a taste for those amusements that are refined and elevated, the tendency will be a settled disgust for everything which is profane and polluting — for those excitements and indulgences, as the intoxicating cup, the gaming table, the disgraceful and licentious exhibitions of the stage, and the beastly orgies of the club room and the street which are multiplied by a vulgar civilization; and which, while they inflame their lower passions, steel their hearts against all the holiest influences of virtuous homes, of truth, of purity, and of religion.

From the earliest ages music has ever been regarded as the handmaid of moral and social purity and refinement; as mightily contributing to refine the taste and to strengthen the moral feeling. Music is the language of the heart and so universal is the disposition to resort to it to express their own hallowed

emotions or awaken those of others, that Shakespeare, that great master in the science of the heart, declares, that —

“The man that hath no music in himself,
Nor is not moved with concord of sweet sounds,
Is fit for treasons, stratagems, and spoils;
The motions of his spirit are dull as night,
And his affections dark as Erebus;
Let no such man be trusted.”

In the education of our children, therefore, we should teach them to sing and cultivate in them the love of music, for the highest welfare of society as well as for their own good. To do this is true political economy. Far better pay for music teachers and instruments, as means for the promotion of a true civilization, than for prisons and police officers.” — *Marblehead School Report*.

“Music is not, as some suppose, a mere luxury, but a necessity. Its germ is implanted in every human soul, and it is as much a necessity to give outward expression to it as it is to laugh when we are pleased or to weep when we are in sorrow. Everything about is vocal with music. The birds sing their matins and their vespers by our windows, as if conscious of an answering chord in the human soul. The brooks go whispering their sweet cadences to the sea, and the gentle zephyrs chant their low, sad melodies for us at eventide, through trees of evergreen, as if to woo us by their enchantment to put ourselves in harmony with the musical universe. Let our children be taught to sing. Let them sing glad songs when their souls are happy.

Singing is the highest style of prayer. Let them sing, then, as they grow in years, and feel, as they will, “life’s cares and sorrows press heavily”; for though it may not remove the burden, it will strengthen the soul to stand up under it.

Then let them sing as they clamber up the “rugged hill of life”; let them sing as they go down on the “other side”; and that they may become members of that happy band of singers “beyond the river,” is the wish and prayer of your committee.”—L. ALLEN KINGSBURY, in *Needham School Report*.

“It may seem extravagant to many, when we speak of music as a means of moral culture; and yet we believe that its tendency is to refine and elevate the moral nature. Man is a many-sided being, and requires cultivation in all directions. To think of the intellect only, and to forget the heart; to train the mind in logic, and lose sight of sentiment and feeling, — without which a man is but half a man, — this were a grievous error.

We venture the assertion that a musical people cannot be thoroughly bad in character, but must of necessity be quickened to an appreciation of the beautiful, both in art and nature, and to a ready sympathy with the joys and sorrows of their fellow-creatures.

Furthermore, it is a source of rational pleasure open to all and purchasable almost without price, — as all the really best of God’s blessings usually are, — and it is the right of the people to have their powers of enjoyment in this respect enlarged and gratified.

Much might also be said of the practice of music as an aid to good reading, and as facilitating the acquisition of a free and proper use of the vocal organs, and of a habit of concerted and sympathetic action with others; a habit worth acquisition in a democratic community." — *Quincy School Report*.

NATIONAL EDUCATIONAL MEETINGS.

THE Educational meetings to be held in Trenton, New Jersey, on the third week of August, promise to be a distinguished success. Three great national associations hold their annual meetings there that week. The association of State Superintendents meets on Monday, that of Normal School Principals and Teachers on Tuesday, and the general Association of Teachers on Wednesday, Thursday and Friday. The arrangements for these meetings are already considerably advanced toward completion. Papers or lectures have been promised from the following distinguished educators:

Address by the President, Rev. L. Van Bokkelen, late Superintendent of Public Schools of Maryland.

An exercise in "Practice Teaching," with criticisms and a discussion as to the necessity of such an exercise in a Normal School, and the best methods of conducting it.

Prof. Edward A. Brooks, Principal of the State Normal School, Millersville, Pa. "The Spiritual Element in Education."

Prof. Lewis B. Monroe, of Boston. "The Voice and its Training," with illustrations and readings.

Prof. Fordyce A. Allen, Principal of State Normal School, Mansfield, Pa. "Course of Study for a Normal School."

Prof. John S. Hart, Principal of the N. J. State Normal School. "Method of Conducting Religious Worship in Schools."

Mrs. Randall, of the Oswego Training School. "Method of teaching Elocution." Readings.

Miss Swayze, of the N. J. State Normal School. "Vocal Culture." Readings.

Rev. Joseph Alden, D.D. LL.D., Principal of the State Normal School at Albany, N. Y. "What is the best teaching for a Normal School?"

Prof. Z. Richards, of Washington, D. C. "Elementary Schools — Radical Faults — Radical Remedies."

Rev. Geo. A. Leakin, Baltimore. "Periodic Law, as applied to Education."

Prof. Austin C. Apgar, State Normal School, Trenton, N. J. "Method of teaching elementary Arithmetic."

Prof. Ellis A. Apgar, State Superintendent of N. J. "Method of teaching Map Drawing in Schools."

Maj. Gen. O. O. Howard, U. S. Army. "Education in the South, with reference to the Colored Population."

John D. Philbrick, Esq., Superintendent of Public Schools of Boston. "The Workshop and the School."

Rev. B. G. Northrop, State Superintendent of Connecticut. "Rate Bills in Public Schools."

Prof. J. B. Wickersham, State Superintendent of Pennsylvania. "Higher Education."

Hon. Joseph White, of Mass. Board of Education. "Christianity in our Public Schools."

We never remember to have seen such an attractive list of speakers for any educational gathering, and we hope that our State will be well represented. No report in regard to railroad facilities has reached us, but we presume liberal arrangements will be made, and that we shall be able to announce them in the August Number.

THE AMERICAN INSTITUTE OF INSTRUCTION.

The *fortieth Annual Meeting* of this Association will be held in Congress Hall, PORTSMOUTH, N. H., on the 3rd, 4th and 5th of August.

TUESDAY, Aug 3d. The meeting will be organized at 2 1-2 o'clock, P. M. After the customary opening exercises, there will be a discussion upon *The Supervision and Inspection of Schools*. In the evening a lecture, by the HON. JOSEPH WHITE.

WEDNESDAY, Aug. 4th. Lectures will be delivered by PROF. E. S. MORSE, of the Peabody Institute, Salem. Subject: *Object Lessons in Natural History*; and by PRES. J. T. CHAMPLIN, of Waterville College, Me. MR. L. W. MASON, instructor of music in the Boston Primary Schools, will illustrate his method of teaching young children. Topics for discussion: *Secondary Education*, and *To what extent should Oral Instruction take the place of Text-Books in Public Schools?*

THURSDAY, Aug. 5th, PROF. JOHN S. WOODMAN, of Dartmouth College will lecture upon *Drawing*. A discussion will follow. The topic, *The Examination and the Certifying of Teachers*, will also be discussed. One or two other exercises will be proposed in the programme soon to be issued. The evening will be occupied with short addresses.

The citizens of Portsmouth extend their hospitalities to the ladies attending the Institute. Gentlemen will find accommodation at the hotels,—a list of which, with rates, will soon be given.

Arrangements have been made with the Eastern; Grand Trunk; Boston, Concord, and Montreal; New Bedford and Taunton; Boston and Providence; Boston and Albany; Concord; Housatonic; South Shore; Cape Cod; Cape Cod Central; Providence, Warren and Bristol; and Connecticut River Railroads for free return tickets. Other arrangements are in progress.

JOHN KNEELAND, *President*.

BOSTON, June 21, 1869.

D. W. JONES, *Secretary*.

AMERICAN ASSOCIATION FOR THE ADVANCEMENT OF SCIENCE.—The American Association for the advancement of Science will begin its eighteenth

meeting at Salem, Mass., on the 18th of August next. On the afternoon of the first day, the Association will participate in the dedication of the museum of the Peabody Academy of Science. The Committee of Arrangements is composed of a large number of the public-spirited citizens of the city, who for months have been preparing for this annual gathering of the *savans*.

COUNTY TEACHERS' ASSOCIATIONS.

PLYMOUTH COUNTY TEACHERS' ASSOCIATION.—The Thirty-sixth meeting of this Association was held at West Bridgewater on the 4th and 5th of June. Simeon Dunbar of that town, as president, occupied the chair. A full report of proceedings has reached us, but want of space obliges us to condense it. The teachers of this county are awake to the interests of their profession, as will be seen by the fact that through the efforts of Mr. Winship, of the Normal School at Bridgewater, *forty-four* new subscribers were obtained for the *Teacher* during the session. The citizens of the town devoted themselves most assiduously to the task of caring for the wants of the large numbers in attendance, and for their kind attentions received hearty thanks. In the character of the discussions, lectures, and essays, no meeting in the county has been superior.

Lectures were delivered by Hon. Joseph White and John Kneeland, of Boston. Essays were read by Alonzo Meserve, of North Bridgewater, Miss Eliza B. Woodward, of Bridgewater, A. G. Boyden, of Bridgewater, and Miss Mary R. Goodridge, of Plymouth, whose paper upon "The Marking System" we hope soon to present in the *Teacher*. at the request of the Association.

WORCESTER COUNTY TEACHERS' ASSOCIATION.—This Association held its annual meeting in Leominster on the 10th and 11th of June. There was a full attendance, and the exercises were of marked interest.

A paper was read by Miss Lathrop of the Worcester Training School, on the "Principles of Illustrated Teaching," and another by Miss J. C. Battles of Worcester upon "Physical Culture." Hon. Joseph White lectured upon "The Names of Places, their Origin and Meaning," and A. P. Marble, Superintendent of Schools in Worcester, upon Completeness in Common School Education. Prof. L. B. Monroe entertained the Association with select readings, and Prof. C. O. Thompson of the Worcester Technical School explained the design of that new Institution. Interesting and animated discussions were interspersed among the more formal exercises, in which Messrs. Thompson, Green, Comins, and Marble, of Worcester, Hunt, of Clinton, Rich, Westminster, Demarest and Hill, of Milford, Trask, of Fitchburg, and others engaged.

J. H. Hunt, of the Clinton High School, was elected President of the Association.

THE HAMPDEN COUNTY TEACHERS' ASSOCIATION held its twenty-second Annual Meeting at Holyoke on the 28th and 26th of May.

The most ample provision for the convenience of the Association, and the en-

tainment of its members was made by Mr. J. H. Newton, chairman of the school Committee, and Mr. E. P. Jackson, Principal of the High School of Holyoke.

About two hundred teachers assembled. The lectures and essays presented were excellent and the discussions were animated and practical. At the close of the meeting the generosity of the good people of Holyoke in furnishing entertainment, and of the Connecticut River and Boston and Albany Railroads, in giving free return tickets, were gratefully remembered.

Rev. M. C. Stebbins, of the Springfield High School, was chosen President for the ensuing year.

WORCESTER NORMAL TRAINING SCHOOL.

MESSRS. EDITORS,— The first year of the Worcester Normal Training School has closed.

It has been under the care of Miss D. A. Lathrop as principal, and Miss Rebecca Jones, assistant; and, by their unwearied labors, success has crowned the experiment.

It was not my good fortune to be present at the examination of the practising class on last Wednesday morning, but, as a member of your staff was there, I trust he will be heard from.

The graduation exercises took place in the evening of the same day, and were of no ordinary character. Essays were read by eight young ladies on the following subjects, viz:

"Praise a Fine Day at Night," "Meccas," "Life a Success," "The Bright Side," "The Marble Waiteth," "Curvilinear *versus* Rectilinear Forms," "Necessity for Self-help," and "Unknown Acquaintances."

These essays were full of good thoughts, well expressed and finely read.

After the reading of the essays, His Honor, Mayor Blake, very appropriately addressed the class, and conferred upon them the diplomas of the institution. The class numbered seventeen young ladies, and their instruction for the past year has been thorough and practical.

Prof. S. S. Green of Providence, R. I., was present, and, after the conferring of the diplomas, delivered to the large audience assembled a highly interesting and logical address, setting forth the advantages of special training for teachers.

Prof. C. O. Thompson, of the Worcester Technical School, also made a brief but interesting address, contrasting juvenile education in Germany with our own and warmly commending the training-school and its methods.

C.

MEETING OF SUPERINTENDENTS OF SCHOOLS.

The third semi-annual meeting of the Superintendents of Schools in New England, was recently held in the Girl's High and Normal school-house, on Bedford Street, Boston. The meeting was called to order by Mr. Harrington, of New

Bedford, and Hon. Joseph White, Secretary of the State Board of Education, was chosen Chairman. After reading the records of the previous meeting by the Secretary, Mr. Averill, of Northampton, the meeting proceeded to the business of the hour, that of hearing papers read on various topics, and the discussion of the same.

Mr. E. A. Hubbard, of Springfield, presented a brief but able paper on "Making Recitations," in which he referred to the abuses existing in many schools on the subject of credits. The system of numbers he deprecated as unjust, and calculated to unduly depress the naturally slow in acquirement, and unduly stimulate the quick of perception, while the industry of either was not taken into consideration. The practice of some teachers, in seating the pupils according to their rank in study, was a pernicious one, placing the naturally dull pupils in a constantly humiliating position, and greatly to their intellectual and physical detriment.

Messrs. Harrington, of New Bedford, Parish, of New Haven, Twombly, of Charlestown, Felton, of Newport, Hale, of Cambridge, Philbrick, of Boston, Dodge, of Weymouth, and others, entered briefly into the discussion of the essay, without arriving at any conclusion relative to the better course to be pursued in the premises.

An essay was read by Mr. M. W. Tewkesbury, of Fall River, on Text-Books, in which he deprecated the present system of memorizing, and almost abject dependence on the text-books. The books were faulty. There were too many in the same series. The pupils were only given, in many instances, a superficial knowledge of the studies in which they were engaged. The text-books were too narrow and contracted, not meeting the practical requirements of the pupils. The paper was lucid, earnest and deserving of attention. It was briefly discussed by members of the Association in an informal manner.

A paper was read by Mr. Tilton, of Newport R. I., on "Teachers' Meetings," setting forth some of the advantages arising therefrom, by promoting a feeling of sympathy, and giving rise to valuable suggestions in the performance of the work. The subject was briefly discussed.

The last topic for consideration was a paper read by Mr. H. F. Harrington, of New Bedford, on "Promotion from the Primary to Grammar Schools." He disagreed entirely with the ordinary practice of having two admissions to the Grammar Schools per annum, while the graduations therefrom are only annual, giving his reasons therefor. This paper was discussed, and the Association then adjourned *sine die*.—*Journal*.

OBEDIENCE IN SCHOOLS.

DISCUSSION AT THE EDUCATIONAL ROOM, MAY 1ST.

The Chairman, Mr. HOWARD, of Newton. Obedience consists in performing an action because another, having competent authority, has enjoined it. Acts commonly regarded as those of obedience may be referred to two classes; namely,

those which are to be performed because the order is given, without any further exercise of reason than is required to admit the authority of the command; and secondly, acts performed to obtain a reward, or to meet the demands of a sensitive conscience. According to our definition, the latter are not true acts of obedience, having only the form without the right motive or spirit; and yet I believe it to be a fact that most of the "obedience" secured by teachers is of the second class. Let me illustrate. An earnest teacher wishes to prevent whispering in his school. He spends some time in laying before his pupils the evils connected with it, and, by his remarks, so educates their consciences that they look upon it as wrong, and are stimulated to make more vigorous efforts to abstain from it. The desired end is accomplished, but the teacher is not obeyed, the boys have only acted conscientiously. Some might say that the question of obedience is of no moment, provided the desired end is gained; but is there not an important work to be accomplished in this direction? Are we to be satisfied with outward acts of compliance through appeals to the conscience, or are we to train the child to an implicit obedience to authority which lies wholly without himself?

Here arise some questions in my own mind, which are matters of serious moment — whether it is not one of the faults of a republican form of government that it weakens respect for authority; whether it is not the teaching of many of our social institutions to consider obedience to constituted power a matter of policy rather than duty; and whether our common schools are not negligent in securing that training which will make their graduates law-abiding and law-obeying citizens. In carefully reading several works on teaching, I have found the chapters on government mainly devoted to presenting a variety of arts and contrivances for securing the proper order of the school-room, and almost nothing said about securing obedience as such. As an instance of the latter, I recollect a teacher who punished a pupil for some misdemeanor, and secured thereafter a promise of obedience to his requirements. Then, to test the reliability of the promise, he ordered the scholar to pick up a number of small pieces of paper singly and place them on his desk. This being done, the teacher brushed them off, and had them picked up and placed singly upon the desk again.

Now, I ask, is it not advisable, at times, to make such demands upon the scholars as will secure from them a prompt, unquestioning habit of obedience to authority? Every government, to be effective, must be constituted with a strong central power; there must be at its head one who can rule. That body of individuals is the best managed in which each person feels that his actions, possessions and powers are at the command of the authorized ruler. The subjects need not feel burdened nor oppressed any more than did the loyal men who went forth to battle for our country at its call. Conscience might say, "Thou shalt not kill"; law said, "Fight to maintain my just supremacy," and law was to be obeyed. Now, can we educate our youth to the performance of manly duties by coaxing from them acts of obedience, or by paying for them with rewards? Do we send them forth with the highest motives to action, if they are not furnished with an ever-present and authoritative "must" as a controlling force?

The great Teacher inculcated obedience to earthly governments when he bade his disciples to "render unto Cæsar the things that are Cæsar's"; and his followers

when they said, "Be subject to principalities and powers," "Obey them that have rule over you, and submit yourselves." If it is our duty to secure moral as well as mental discipline, merely obtaining a state of "order" is not all that is meant by enforcing obedience. We must train the child to become a law-abiding citizen, because of the respect which the law demands; we must teach him to become a dutiful child in the family of God, where the divine commands are not to be weighed and discussed before obeying. If we do not secure this unquestioning obedience without resorting to systems of urging, coaxing, or appeals to conscience are we not defeating the ends in obedience which we ought to attain?

Mr. WILLIS, of Boston. I shall venture to differ from the Chairman, not in respect to obedience as an essential requirement, but in regard to making it a matter of importance for its own sake. The word has always appeared hard and harsh to me, and calls to mind sternness and violence. It seems to have its ground in the sense of fear; and, as long as it is the prominent thought in a person's mind, "I must obey," the sentence will proceed with "for fear," etc. It is true that in every government fear has a place; but as rapidly as the intelligence of the subject comprehends the design and necessity of law and order, fear wanes and love and respect increase. If a person is above all inclination to violate law, the law is as if it were not to him. He is a law unto himself. Now, a school exhibits all the diversities of motive to action which are manifested in the world at large, with the probable advantage of having the inexperience, and comparatively innocent as its inhabitants. If, then, the interests of the school can be secured by no obedience in its fearful sense, but by a cheerful and hearty acquiescence in needful requirements, the feeling of a mighty force bearing down and about to crush will yield to the buoyancy and happiness of the spirit of love.

Experience shows that it would not be safe to trust to love alone, in the first association of teacher and pupil. It takes time for each party to learn whether the other is lovable, and only so rapidly as this mutual comprehension proceeds can the element of fear fall into disuse. The reins must be drawn in at first, and slackened only as fast as the character of the steed is determined.

The most successful school I have ever known was one where every pupil stood in mortal dread of the teacher; not because he was terrible in threats or punishments, but because he made a few very simple requirements, and then stood firmly by them. Every scholar could readily apprehend, and readily perform all, and he knew that he must; there was no escape. If the brief lesson was not learned in school, it must be learned out of school; and every pupil must know completely everything that was to be known. There was no oversight of trifling defects; they must be remedied.

With this inflexible authority there was coupled wonderful enthusiasm. The teacher was more interested in the pupil's real progress and in his studies than in any and all things else. The result was remarkable in every respect. The amount of work accomplished was prodigious, and in three months the sense of overwhelming fear was developed into filial and parental affection. The pupils violated no rules, for they had no inclination to do so; they were so interested in their studies that they seemed to be unconscious of the existence of rule, and, had one of their number attempted to disturb the labors of the room, the others

would have been more severe towards him than even the master himself. They took their teacher's part, and sided with him in all things, for he had proved himself worthy of their fellowship and love. An observer could see the change which passed over them. In one year the thoughtfulness of manhood had been reached; not a thoughtfulness of obedience, but of excellence. There is a restraint under law, and a license without law: but there is something better than either, and that is liberty with law; and, if we would have our pupils attain to the best citizenship, we shall do well to inculcate a love of country, and a love of those in authority, rather than try to train them to obedience as a virtue in itself and for itself.

Mr. ———. Must not a child learn to obey in order that he may obey on reaching manhood? In our families we require that our offspring do without question or delay all we desire, and the domestic system is undoubtedly the basis of the best forms of government. There is one phase of school management upon which I should like to receive instruction; and that is, how to secure obedience with good feeling. There are always some pupils who have to be dragged forward; they hold back, and will obey only because they are obliged to; and sometimes the teacher is unable to secure obedience under any circumstances, and must turn them away from the school. Is there any way of instilling or developing such a sense of right and duty in them as they ought to possess?

Mr. HAGAR. I do not believe in authority for the sake of authority, but would regard that kind of school obedience as best which will fit the pupils, most efficiently for their duties in society. One man, — and there are many such, who have the reputation of being honorable men, — may obey law from a fear of its penalties. He will gauge his actions so skilfully that he will just escape becoming amenable to the laws, and will pass, as the world says, for a shrewd, smart man. Another is actuated by a sense of right. He is unconcerned about courts of justice and police officers. He never asks, "What saith the law?" or "How far can I go without violating its letter?" But there dwells within him a noble determination to abstain from wrong-doing, because he would be conscious of unworthiness if he indulged in it; and to cleave to the right, for only so could his true dignity and manliness be attained. I need not ask which of these is the better man, and consequently the better citizen. Every person should be guided by his judgment, under the control of an enlightened conscience; and we should train our boys and girls to do that which is just and right, in all circumstances, without regard to the limits of the law. But, you say, what shall be done with those who will not be governed by a sense of right? I affirm that they must be made to obey, not purely for the sake of obedience, but for the attainment of the object for which obedience is required.

If one is governed by fear, he is governed only while conscious of the presence and power of the object which he fears; yet it is then better for him and safer for society than that he should become ungovernable. The question, whether one will or will not obey a law, depends sometimes upon the bearing of that law upon him, or his own opinion about its justice. Thus, whether there should exist a prohibitory or a license liquor-law in this State would be a matter

of indifference to me personally, for neither of them would directly affect me but when the fugitive-slave law was in force, had I been called upon to assist in arresting a black man fleeing from bondage, I would have refused to do so, and have faced the penalty for my disobedience; for disobedience to a law of man is sometimes demanded by fealty to the law of God. Is, then, a man to set up his private judgment against law? Certainly, at times, just as properly as he may exercise it in favor of law; yet, although I may think a law unwise, I may not, under circumstances, find it my duty to violate that law. A scholar will, whether obedient or disobedient, use his judgment in respect to school laws; and it behooves the teacher to see that no law is made for the mere show of authority. Every law should be obviously wise, and the administration of it also wise, and always kindly in spirit. A teacher is neither to be a despot nor autocrat. He is to recognize the fact that his co-operation with the pupils, and theirs with him, is the only method of securing efficient government. In some schools, it is not unwise to ask the opinion of the pupils concerning a known evil, and the best method of remedying it. Then let there be mutually fixed upon and established a rule to which all agree. In this course, the will of the pupils is not in opposition to that of the teacher, and there is no danger of their arraying themselves against him, as there might be if he should arbitrarily lay down a law not easily understood, or unnecessarily severe. That obedience is the best which arises from an interest in the objects to be secured through its practice. In my own school, the question brought forward for consideration is, "How shall we, teachers and pupils, manage the school?" and I deem it important to consider such subjects with my pupils, because they all intend to become teachers. To what extent this course may be pursued in schools of a different character, it is for the judgment of teachers to determine.

N. E. WILLIS.

INTELLIGENCE.

Items for this Department should be addressed to G. B. Putnam, Franklin School, Boston.

HENRY C. HARDON, Master of the Bigelow School, Boston, has been transferred to the new Shurtleff School, which will take the girls now belonging to the Bigelow.

THOMAS H. BARNES, Sub-Master, has been promoted to the mastership made vacant by the transfer.

FRED. O. ELLIS.—having served for a year or two as Usher in charge of the Washington Village Branch, has become Sub-Master in place of Mr. Barnes.

EBEN S. STEARNS, formerly of the Framingham Normal School, and more recently of the Albany Free Academy, has been elected Principal of the new Robinson Female Seminary at Exter, N. H.

SAMUEL BURNHAM, one of our Contributing Editors, and Principal of the Newburyport High School, has resigned his charge for the purpose of entering the ministry.

MRS. PROF. TENNY.—The new State Librarian of Michigan is a lady, Mrs. Tenny, wife of Prof. Tenny, the former Librarian. She became accustomed to the duties of the position during the absence or sickness of her husband for many years, and is said to be thoroughly qualified.

REV. WELLINGTON H. TYLER.—A very handsome and costly monument of Vermont granite has just been placed over the remains of the late Rev. Wellington H. Tyler, in the Pittsfield cemetery. It was paid for by contributions from his former pupils, in almost every State in the Union. It bears the following inscription: "Wellington Hart Tyler, Born Oct. 14th, 1812. Died Aug. 19th, 1863. Founder and for twelve and one-half years principal and proprietor of the Pittsfield young ladies' institute. A tribute of respect from his grateful pupils. He rests from his labors and his works do follow him." On the base, in bas-relief, is the family name, "Tyler." The monument is twenty-five feet in height, was made by Mr. Howe at Northfield, Vermont, and is one of the most tasteful of the many that adorn the cemetery.

O. K. HUTCHINSON, formerly Superintendent of the State Reform School, at Westboro', has been elected Superintendent of the New York Colored Orphan Asylum, and will assume the duties of the position about the first of June.

N. M. TERRY, of the Amherst class of '67, for nearly two years the efficient principal of the Belchertown High School, will resign his place, at the close of the present term, to go to Germany for a sojourn of three years there, to advance his education.

C. H. PARKHURST, Principal of the Amherst High School, has also resigned, and will visit Germany for the purpose of study.

T. D. BISCOE, Instructor in Mathematics in Amherst College, has resigned, and soon goes abroad for foreign study. He will spend some months in London, and afterwards reside in Germany.

WM. KNOWLTON, of Upton, a member of the Board of Agriculture, has given \$2,000 to the Mass. Agricultural College for the purchase of a very fine Herbarium, and to defray the expenses of constructing proper cases in the Botanic Museum for its reception. The Herbarium contains 25,000 specimens of plants, and is elegantly mounted on thick white paper.

MONS. E. THORE.—Last week Mons. E. Thore, of North Bridgewater, teacher of the French and German language in the Normal School and Academy in Bridgewater, received from his pupils there, a purse which is remarkable for the beauty of its "*yellow lining*." Those pupils know the value of their teacher.

PROFESSOR JOHN BASCOM, who has for several years been Professor of Rhetoric at Williams College, has resigned on account of poor health.

DR. TORSEY.—Gen. Howard has called Dr. Torsey of Kent's Hill to the Presidency of Howard University at Washington.

PROF. J. E. SINCLAIR.—The trustees of the technical school at Worcester have elected J. E. Sinclair Professor of Mathematics. Professor Sinclair has been one of the faculty of Dartmouth College scientific department, for about nine years, and is regarded as one of the best teachers in the country.

GEO. T. WIGGIN, of Portsmouth, N. H., has become Principal of the Grammar School at Hyde Park.

Boston.—The Boston committee have voted to open a city school for deaf mutes under the charge of two female teachers, using the method of articulation in their instruction. One of them has had much experience in the private instruction of a deaf child; the other is now at the Clarke school in Northampton, for the sake of learning its method. She has been for several years a successful teacher in the Bowditch School at Boston. The school is expected to open in the autumn, and will be of much service in training pupils for the other two schools, at Northampton and at Hartford.

Montgomery, which completed two new school-houses last fall, is building two this spring. It is a little town, the least in the county, but it is up to the times, and abolished the district system a year ago.

Westfield.—The Normal School building in Westfield is to be remodeled this season, with another story added. The work will cost \$12,000. An advanced course of instruction will be inaugurated in September.

Stoneham.—At a recent town meeting it was voted to build a new school-house, for the High and Grammar Schools, ninety-six feet long and fifty-six feet wide, two stories high, and to be built of wood, containing on the first floor four large school-rooms, and on the upper floor one large school-room, to contain one hundred and twenty pupils, two recitation rooms, lecture room, cabinet, etc. The entire building will cost about \$20,000, and will be commenced immediately. Its location will be between Main and Pine streets, where a large piece of land has been bought for that purpose.

Barnstead, N. H.—A controversy and lawsuit concerning a school-house in Barnstead, N. H., is said to have prevented the holding of a public school in that particular district for two years past.

San Francisco, Cal.—Teachers are to be employed to instruct the Chinese girls in San. Francisco, where they are rapidly increasing. The work is undertaken by the churches.

Middlebury, Vt.—The friends of Middlebury College have succeeded in raising an endowment fund of over \$100,000. Among the donors are John C. Baldwin, of Orange, N. J., \$22,500, with the wish that it be used for the endowment of a professorship; and Thaddeus Fairbanks of St. Johnsbury, \$24,000, of which \$2,000 is to establish two scholarships.

BOOK NOTICES.

WOMAN'S SUFFRAGE; The Reform against Nature. By Horace Bushnell, pp. 184. Charles Scribner & Co., New York.

One will read this book with interest, whether he agrees with the author or not, since there is an earnestness and a candor pervading it, which command attention. Dr. Bushnell, while demanding much for woman which is now denied her, and advocating such opportunities for education as shall prepare her for the "vast woman-field she is sometime to fill," yet has no sympathy with those reformers who would make "trumpets out of flutes and sunflowers out of violets."

The chapter upon "The Probable Effects of Woman Suffrage," presents a dark picture and one worth examining, before rejecting it with contempt, as some reviewers seem inclined to do.

THE OLD TESTAMENT HISTORY. — Edited by William Smith, LL.D. New York: Harper & Brothers. We welcomed a few months ago from this publishing house Dr. Smith's New Testament History. We are even more glad to welcome this still more needed work, the History of the Old Testament. It has the fulness and completeness of all of Dr. Smith's work, and will be found of great value to the biblical student. It not only follows the course of historical events, but gives a great amount of information in regard to the customs of the Jews, and thus affords great help to the proper understanding of scriptural terms.

THREE SEASONS IN EUROPEAN VINEYARDS. — By William J. Flagg. New York: Harper & Brothers. In regard to the readableness of this volume there can be but one opinion. The author feels that he has something to say, and he says it, and takes the reader along with him. He tells all about grape-culture and wine-making, and believes in the pure article as a healthful and delightful beverage.

THE WEDDING DAY IN ALL AGES AND COUNTRIES. — By Edward J. Wood, New York: Harper and Brothers. In tracing the forms of matrimonial-rite among different races and in different ages, much that is curious and even ludicrous is found, as well as much that is interesting and beautiful. The interest that naturally attaches to this subject will give this book many readers. We are not aware that so much information in regard to it can be found in any other form.

THE HARPERS are publishing a cheap edition of Thackeray's works. **THE VIRGINIANS**, price seventy-five cents, and **VANITY FAIR**, fifty cents,—both fully illustrated, are before us. They also give us **FOR HER SAKE**, an illustrated novel, by Frederick W. Robinson; and **THE DODGE CLUB**, or Italy in 1859,—a delightfully humorous story, by James De Mille. The above come to us from A. Williams & Co. 100 Washington St.

FOREIGN MISSIONS: their relations and claims. By Rufus Anderson, D.D., LL.D. New York: Charles Scribner & Co. Our readers will find the subject of Foreign Missions very fully presented in this volume, by the late Foreign

Secretary of the American Board. He surveys the whole field and in a truly catholic and Christian spirit sets forth the claims of the noble work of evangelizing the world. It is truly a valuable book and will render the cause great service.

WATERLOO: a sequel to the *Conscript of 1813*. Translated from the French of Erckmann-Chatrian. New York: Charles Scribner & Co. This firm is publishing the historical novels of Erckmann-Chatrian. This is the third of the series. It portrays the state of France at the period of Napoleon's return from Elba, and brings vividly before the mind the experiences of the French during his subsequent career. The story is very interesting and has the air of stern reality. Such books are good reading for the young.

MORAL CULTURE OF INFANCY, AND KINDERGARTEN GUIDE.—By Mrs. Horace Mann, and Elizabeth P. Peabody. New York:—J. W. Schermerhorn & Co.

The Kindergarten is yet but imperfectly understood. Many still regard it as a mere play-school, and that is all, probably, many so-called Kindergartens have been. But the true Kindergarten, that of its originator, Froebel, is conducted upon the soundest principles, and is the result of long and keen observation. Its object is to develop the intellectual, artistic, moral, and spiritual nature of children. If it does this in a manner enjoyable by the children themselves, it is because the right exercise of the human faculties always gives pleasure.

Miss Peabody has done much to bring the Kindergarten before the American people. This new edition of the "*Guide*" is materially revised, and is one of the best educational works we know. Not only would we recommend it to those who desire to understand the Kindergarten and its methods, but to all teachers, — especially teachers of young children. They cannot fail to derive from it many useful suggestions. Intelligent mothers will also gain much important aid from it, especially from Mrs. Mann's part, *The Moral Culture of Infancy*.

LIBRARY OF EDUCATION.—J. W. Schermerhorn & Co., are also publishing in a cheap form some of the best educational works. Three volumes have appeared,—*Some Thoughts on Education*, by John Locke; *A Treatise of Education*, by John Milton; *The Study of Physiology in Schools*, by Horace Mann. The volumes are small, in paper covers; and fairly printed. Price, fifteen cents each.

THE AMERICAN EDUCATIONAL MONTHLY is published by the same firm. This journal is the successor of the *New York Teacher*. It occupies an independent position, and is ably conducted. Subscription price, \$1 50 per annum.

ORAL METHOD WITH FRENCH.—In three parts. Parts I. and II. By Jean Gustave Keetels. New York: Sheldon & Company.

This work is published in three parts merely for convenience in using. A good idea. Three handy volumes are better than a thick one. It will, however, be published in one volume for such as may prefer.

The two parts before us impress us very favorably. The lessons are progressive, and not too hard for even young scholars. The distinguishing feature of the work is the constant exercise it demands in *speaking* French. Both teacher and pupil must speak it from the beginning. Teachers of French will find it well worth their examination.

CARD.

D. B. Hagar, Esq., President of the Normal School in Salem, has delivered several public lectures on the subject of *Ventilation*.

In the course of his lectures he has spoken favorably of the new system of ventilation extensively introduced by me, and this he has done voluntarily, not hired, without pecuniary interest in the matter in any shape; solely, as I have supposed and believe, with a view to the public good.

For all the interest that he has excited on the subject, and for any incidental benefits that may have accrued to the United States Ventilation Co., he will please accept the hearty thanks of

LUTHER ROBINSON,

Agent U. S. V. Co., 46 Congress Street, Boston.

NOTICE.

We shall *attempt* to issue the August Number by the middle of July, that it may reach some subscribers at least, before their schools close.

We shall furnish all additional information possible, in regard to the meetings of Teachers' Associations.